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ABSTRACT

This report examines the current status of tutorial programs for deaf and hard of hearing students at the postsecondary level and offers guidelines for administrators, faculty, and staff. Sections of the report discuss the following aspects of tutoring these students: (1) tutoring as an academic support service; (2) what tutoring provides; (3) identifying students in need of tutoring; (4) making students aware of tutoring services; (5) selection and training of tutors; (6) expectations of participants from tutoring sessions; (7) quality in tutoring deaf students; (8) tutoring for basic skills and general courses; (9) tutoring support for written assignments; (10) tutoring formats; (11) other considerations in providing tutoring services; (12) evaluating the success of a tutoring program; (13) models and standards; and (14) a postscript pertaining to plaws and regulations. Two appendices provide a sample tutoring agreement and a student evaluation tutoring form. (Contains 12 references.) (DB)

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National Task Force on Quality of Services
in the Postsecondary Education of
Deaf and Hard of Hearing Students

Report on
TUTORING DEAF AND HARD OF HEARING STUDENTS

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National Task Force on Quality of Services in the
Postsecondary Education of Deaf and Hard of Hearing Students

Report on
TUTORING DEAF AND HARD OF HEARING STUDENTS

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Editor's note

This is one in a series of reports intended to assist postsecondary institutions in developing and maintaining special services of quality as needed by their deaf and hard of hearing students. Each report has been prepared with postsecondary administrators, faculty, and staff uppermost in mind, and particularly those most likely to have a role in providing services to these students. It is anticipated that these reports will be useful also to deaf and hard of hearing students in gaining more information about services for which they may be eligible.

A challenge in authoring and editing each of these reports is to avoid giving the impression that all the information they contain pertains equally to all deaf and hard of hearing students at the postsecondary level. Of course this is not so. These students are individuals first, and their needs and wishes for special services and other accommodations will vary, as will characteristics of the particular colleges and universities they as individuals choose to attend.

Also, it is a challenge to write about needs and services for both deaf and hard of hearing students together. While they do share a hearing loss, the magnitude of their hearing loss ranges collectively from mild to profound. But while the special needs of deaf students may be more apparent than those of hard of hearing students, the special needs of hard of hearing students are no less real.

Fifteen reports are scheduled for distribution in 1997 and 1998, each with a different focus and each authored by a working committee of experts on a particular subject. All are members of a **National Task Force on Quality of Services for Postsecondary Deaf and Hard of Hearing Students**. This task force was formed in 1994 and numbers 100 members associated with 32 two and four-year colleges in 28 states and provinces in the United States and Canada.

Readers are free to cite information and views from each of the reports and to duplicate and share copies. In return, they are asked to cite the names of its authors and make bibliographic reference to the report.

– Ross Stuckless

TUTORING DEAF AND HARD OF HEARING STUDENTS

Richard Orlando, Mary Ellen Gramly, Janet Hoke[1]

TUTORING AS AN ACADEMIC SUPPORT SERVICE

A widely used service. As discussed in this report, tutoring generally refers to the traditional practice of meeting periodically or as the need arises to help a given student acquire or strengthen a particular knowledge or skill. Typically, tutoring serves as a supplement to more formal instructional activities such as lectures, labs, assigned readings, and papers. However, some of the applications of tutoring discussed in this report may overlap with basic academic preparation as described in another report in this series. This is most likely to occur in the areas of English and mathematics.

Tutoring ranks with interpreting and notetaking as one in a triad of fundamental academic support services for deaf and hard of hearing students at the postsecondary level, particularly among those in mainstreamed settings. Among almost 2,000 two and four-year colleges identified as providing services to these students during the 1989-93 period, two-thirds cited the use of tutoring as a special service to assist their deaf and hard of hearing students with their ongoing coursework (National Center for Educational Statistics, 1994).

As reported in the 1995 edition of *College and Career Programs for Deaf Students* (Rawlings, Karchmer, DeCaro, and Allen, 1995), of 62 postsecondary educational institutions offering special programs for deaf students, 61 provide some type of tutoring support for deaf and hard of hearing students.

Yet in spite of tutoring's widespread use as a service for deaf and hard of hearing students at the postsecondary level, little has been written about tutoring as a special service for these students, and there appears to be little published research on the subject. In large measure, good tutoring practices apply regardless of disability. While this report will focus particularly on special considerations in tutoring deaf and severely hard of hearing students, much of its contents discuss tutoring practices in a more general way.

Why the special need for tutoring? Deaf and hard of hearing students may be in need of tutoring for all the reasons they have in common with their hearing peers, such as poor study skills, failing grades, and class absences. But beyond these, additional factors may be present, all involving communication in one way or another.

Understanding lectures. English may not be the primary language for a deaf student. His/her first language and preferred mode of communication may be American Sign Language (ASL) or an English-based variation. And even though the lecture is interpreted, its accuracy and timing remain subject to the typical problems of language translation. Also, many deaf students and most hard of hearing students depend upon speechreading and amplification for understanding lectures, inevitably resulting in gaps and inaccuracies in what they receive through the spoken lecture.

The problem of understanding a lecture may be compounded when more than one deaf or hard of hearing student is registered in the same class and their communication needs do not coincide. In any event, classroom discussion can be particularly difficult for deaf and hard of hearing students to process. These and related problems involving communication, together with suggestions for their resolution, are discussed in other reports in the series.

Reading and writing proficiency. Most college-level courses include assigned readings from the textbook and other sources, and instructors assume their students can read and process these materials independently. As indicated in the introductory report, many (but by no means all) deaf and hard of hearing students enter college without this assumed level of reading proficiency. As a consequence, they may not be able to meet their instructor's expectations in extracting information independently from their readings. Depending on the course and the particular student, his/her tutor may devote as much or more time to tutoring on textbook content as on lecture content.

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[1] In the order listed above, the authors are associated with National Technical Institute for the Deaf (Rochester, New York), Columbus State Community College (Columbus, Ohio), and Gallaudet University (Washington, D.C.).

It is not uncommon for a deaf student to write with less English proficiency than he/she reads, and as indicated in another of these reports, poor writing facility on a term paper or quiz should not be assumed to mean the student does not understand what he/she is writing about. Later in this report, more attention will be given to the role of the tutor (and others) in assisting deaf and hard of hearing students in organizing and proofreading their written assignments (Saur, 1992).

Asking questions outside of class. Deaf and hard of hearing students frequently look to their tutor for help in clarifying expected project content and due dates, answering questions about their lecture notes, and the like (Stinson, 1987). These are the kinds of questions that hearing students are likely to ask their classmates or the instructor immediately after class or during the instructor's scheduled office hours.

However, a deaf student who does not have clear spoken communication skills may have to resort to passing written notes back and forth to a hearing classmate or the instructor, often an awkward and frustrating activity. If a deaf student senses a less than enthusiastic reception from the classmate or the instructor, he/she may not seek this kind of help from these sources again, instead turning to the tutor to ask such questions. Tutors who understand the course and the instructor's expectations, and who have the appropriate communication skills, can provide substantial support of this kind, especially to the deaf student without effective oral/aural communication skills.

Faculty perceptions. To a large extent, the academic success of mainstreamed deaf and hard of hearing students may depend on the perceptions of faculty members concerning these students and mainstreaming (Leyser, 1989). Most teaching faculty are willing to accommodate the special needs of deaf and hard of hearing students in their courses, but they may feel insecure about the details of what to do. Depending on their training and experience, and on their rapport with the instructor, tutors can often be a resource in this regard (Amsel, 1990).

What tutoring provides

But just as interpreting and notetaking do not in themselves enable most deaf students to learn fully and to participate in class activities at the same level as hearing peers, neither should tutoring be expected to eradicate all the student's skill deficiencies. It will not enable a student reading and/or writing below grade level to process print and to write at the same level as peers, hearing or deaf, who are at grade level. Tutoring is a resource for use by deaf and hard of hearing students to access information other resources do not provide.

Deaf students tell us that "tutors can help when students do not understand course lectures, or are having a difficult time understanding what is going on in a course", that they "use tutors selectively rather than for all courses", and that "tutors can be available on a regular basis or as needed, depending on a student's perception of his/her needs." (Stinson, 1987).

Who provides tutoring services. Tutoring services are provided by professionals, peers, or a combination of both. There are advantages and disadvantages associated with each.

As was stated earlier in this report, 61 of the 62 postsecondary programs for deaf students listed in the 1995 edition of *College and Career Programs for Deaf Students* (Rawlings, et al., 1995), reported some type of tutoring support. Of these, 62% provided both professional and peer tutors, 8% provided professional tutors only, and 30% provided peer tutors only.

Professional tutors. Professional tutors usually hold faculty or staff positions, have advanced training in a discipline, are aware of the special needs of deaf and hard of hearing students, and can communicate well with them.

Advantages associated with professional tutors, at least within most postsecondary programs designed specifically to serve deaf students, are their advanced level of discipline-based knowledge, often accompanied by pedagogical training, formal training in sign (ASL) communication, an awareness of Deaf culture and diversity among deaf students, and an understanding of the special needs of deaf and hard of hearing students. As professionals, they are also likely to have the ability to develop positive liaison relationships with teaching faculty.

Among the disadvantages associated with professional tutors are personnel costs, hours of availability and, in the case of expanding programs

with limited resources, being asked to tutor courses outside their areas of expertise.

Peer tutors. Peer tutors usually are students with varying degrees of training to tutor deaf and/or hard of hearing students. Typically they have minimal or no sign skills. While sign skills clearly are an asset in tutoring most deaf students, they are of little or no benefit in tutoring most hard of hearing students.

Most peer tutors have already, or are currently taking the same course or another course with content similar to that in which they are tutoring. Typically, they are also screened for grade point average.

Advantages of peer tutors include the relatively low cost for their services, hours of availability, and current knowledge of course requirements and materials. Deaf peer tutors add the advantage of serving as role models and, in most situations, the ability to communicate easily with other deaf students.

Disadvantages of peer tutors include limited pedagogical skills, limited content knowledge, minimal signing skills if hearing, and limited opportunities to develop positive liaison relationships with hearing faculty.

Teaching faculty. Teaching faculty can make several very important contributions to tutoring. Students may prefer to go directly to their instructors with specific questions, particularly for clarification of assignments and the like. This may be made easier if both feel comfortable using e-mail or voice/tty relay systems for this purpose.

Second, they can volunteer to provide direct tutoring themselves, particularly if they are willing to invest the kind of time in training that is given the training of peer tutors. Third, and perhaps most important, they can be of great assistance to the tutor, making time available when the tutor has questions or needs help in some other way, discussing class assignments.

It is of paramount importance that there be a good working relationship between the faculty member who has a deaf and/or hard of hearing student in his/her class and other academic service providers, including the tutor. A professional tutor or a support service coordinator needs to contact the teaching faculty member, develop strategies for the provision of tutoring services, and encourage a team approach. Positive results can be achieved by stressing the tutor's role in helping to get the instructor's message across to his/her students.

Identifying students in need of tutoring

Before classes begin. Deaf and hard of hearing students in need of tutoring can be identified in several ways before classes begin.

Self-identification. Most deaf and hard of hearing students, even if they are aware of academic deficits, are unlikely to request tutoring until they have begun to experience difficulty in a course. However, some will. Entering students may have already used tutors profitably in high school or will, once they become aware that the service might be helpful to them in areas of recognized weakness - often English and math. Returning students may have found tutoring useful in other college courses and want to continue with the service. Occasionally, a deaf or hard of hearing student may ask for tutoring in a general area such as how to study or how to improve his/her understanding of course material.

Support services staff. Under ideal conditions, a student who is deaf or hard of hearing entering college would contact its program for the deaf or its disability services office/center well in advance of enrollment. This would allow sufficient time for achievement, communication skills, and study skills assessments to be administered and evaluated before the student begins classes, and if needed, a comprehensive plan could be developed to assist the student in deficient areas. Unfortunately, this does not often occur.

However, facts about the student's academic history and achievement can be obtained during the registration interview and information such as the following may suggest the need for tutoring: a student's reading ability below the level needed for independent understanding of textbooks, handouts, and other printed materials used in the classroom; achievement levels on entrance or placement tests suggesting that he/she will need tutoring in order to succeed in particular courses; and in the case of a returning or continuing student, the prospect that tutoring will help that student raise his/her grade point average to a more acceptable level for the student and/or college.

Depending upon the specific courses a student chooses to take, a recommendation for tutoring could be made based on the demands of a given course. Also, the evaluation of a student's reading test results and/or a writing sample by an experienced teacher or tutor of students who are deaf or hard of hearing can aid in the student's selection of courses. It can also suggest the need for tutoring even if the need is for nothing more than proofreading.

Unless an instructor for whose course the student plans to enroll has already taught the student, he/she is unlikely to be involved in identifying a student in need of tutoring before classes begin. It would be inappropriate for an instructor (or a support service provider) to assume a prospective student will require the services of a tutor merely on the basis that the student is deaf or hard of hearing.

After classes begin. Deaf and hard of hearing students in need of tutoring can also be identified in several ways after classes have begun.

Self-identification. Students are more likely to ask for tutoring after experiencing difficulty in a class. Also they may be more ready to share information about their past difficulties, their strengths and weaknesses, and how they have best learned in the past. This information, though tardy for the current term, will be helpful in developing a tutoring plan for subsequent terms.

Unfortunately for the student and his/her problem at hand, the need may be acute and content-specific. The only tutoring that can take place is supplemental to the class, and the student's general tutoring needs, i.e., the liabilities that led to weak performance, are ignored due to time constraints. Now the task becomes one of explaining, clarifying, or even re-teaching the content. The underlying problem, the reason for the lack of success, whether it be communication, motivation, organization, preparation, reading skill, ability, or whatever, goes unaddressed.

Support services staff identification. The department that coordinates support services may have established on-going counseling or mentoring programs for various groups of disabled students or if the numbers of deaf and hard of hearing students warrant, for these students alone, and these may signal the need for tutoring. Also, periodic meetings of support service staff members throughout the term for the specific purpose of checking student progress are another method of identifying students in need of tutoring.

A checklist of what to look for might be helpful. This list could include items such as:

- Organizational skills - Is the student able to find what he/she needs easily?
- Reading skills - Can the student explain a paragraph or report in his/her own words?
- Time management - Does the student complete assignments on time?
- Notetaking - Can the student take meaningful class notes independently and/or use notes from a notetaker effectively?
- Memory aids - Does the student have a knowledge of, and the ability to use, memory aids?
- Questioning techniques - Is the student able to ask meaningful questions?

Faculty identification. The teaching faculty of most colleges have limited, if any, prior experience teaching students who are deaf or hard of hearing. However, they do recognize student problems based on exam performance, completion of coursework, and other indicators of the student's level of performance. Most instructors readily recommend tutoring for a student not performing at acceptable levels although they are unlikely to have much input relative to specific tutoring needs for a student who is deaf or hard of hearing, other than to say what goals in their course remain to be met.

Instructors sometimes express concern over a deaf or hard of hearing student's low level of participation in class discussion. This is generally due more to the communication problems a deaf or hard of hearing student is encountering in the classroom environment, interpreter or assistive listening devices notwithstanding, than to any show of disinterest or inattention on the student's part, and may be due in part to communication obstacles inadvertently caused by the instructor. This is discussed further in a report that follows.

Making students aware of tutoring services

Administrators and providers of support services should not assume that students understand the services available to them and how they can be accessed. Unfortunately, the recruiting media of most colleges and universities (videotapes,

brochures, etc.) do not contain detailed information regarding support services for deaf and hard of hearing students.

Nor is it enough to simply indicate that support services are available to deaf and hard of hearing students. More consistent responses might result from a statement such as "Information about support services for deaf and hard of hearing students can be obtained from...." Videotapes, brochures, and other media containing detailed information about support services can be used to recruit prospective students and to make current students more aware of tutoring services available to them.

Oddly, neither the Americans with Disabilities Act nor Section 504 has much to say of direct relevance to tutoring. To quote a legal authority on the subject, "...in light of the ADA and Section 504's limitations with respect to tutoring as an accommodation, students with disabilities and their families are wise to carefully examine the level of commitment a particular college or university is willing to make in this regard prior to the student's enrollment at the institution." (Kincaid, 1995)

However, this having been said, one would hope that the absence of a legal mandate would have no bearing on a college's commitment to offer special services of high quality, including tutoring as needed, to its deaf and hard of hearing students.

There are numerous opportunities early and throughout the academic year for informing students about their access to tutoring services.

Pre-college orientation. Orientation programs are usually offered to deaf and hard of hearing students as a group or as part of a larger program prior to the beginning of classes. Tutoring services can be explained in detail, including tutor expectations of students, student expectations of tutors, characteristics of an ideal tutoring session, and how to use tutoring to get the best results. Role playing can be used to develop an understanding of tutoring and tutor-student roles in the tutoring process.

Freshman seminar. This type of course is becoming very popular in college. Although primarily designed for the general student body, an introduction to tutoring services and the tutoring process are appropriate for such courses. Their inclusion reinforces tutoring as a legitimate resource for all students, including those who are deaf or hard of hearing. Role playing can also be used here to develop an understanding of the process.

Letters of introduction. Prior to the beginning of each term, deaf and hard of hearing students can be sent informational letters by tutors or tutoring service coordinators describing the tutoring services available to them.

Selection and Training of Tutors

As indicated earlier in this report, different colleges use various combinations of professional, peer, and faculty tutors. Professional tutors may or may not hold faculty rank, and their selection differs from that of peer tutors. Some of the relative advantages of each have already been discussed.

Peer tutors. To most people, peer tutoring means having an academically successful student "help" an academically at-risk student. Once a pool of potential peer tutors is selected for a particular area, each potential tutor should be interviewed to assess his/her basic understanding of what a tutor does and his/her interest in becoming a tutor, overall GPA and strength in the area for which he/she is being considered, willingness to commit for a full term or more, and interpersonal skills.

Failure to select tutors carefully can harm the student and the credibility of the tutorial program. For example, if a tutor does not commit for an entire term (or understand the importance of being on time and not missing tutorial sessions as part of this commitment), the student being tutored may feel unimportant, lose self-esteem, withdraw from the class, and give up on a college education. These negative impacts resulting from lateness and other demonstrations of lack of commitment may seem extreme or exaggerated, but this is not the case.

The initial training given to peer tutors of deaf or hard of hearing students is the same as for any tutor, e.g., how to meet a student for the first time, the ethics of tutoring, how to deal with frustrated students, subject-specific tutoring techniques, and study skills.

Tutors must also understand their roles as distinguished from the roles of the instructor and the student. The tutor is a facilitator between the two, and his/her training should clarify each of these roles.

Tutors should receive additional training relative to the special needs of deaf and/or hard of hearing students. It is here that determination of communication methods and specific strategies can be dealt with, e.g., sitting across from rather than next to the student and the use of assistive listening devices, writing pads and blackboards.

Obviously, the extent of this additional training is likely to be limited, especially if the tutor is committed to only one term of tutoring. This additional training will also depend on the presence of one or more faculty/staff members to offer it. If a qualified person is not available, additional training should not be attempted.

Peers interested in tutoring deaf students should have an interest in developing basic sign language skills, but this should not be his/her primary motive lest the focus of the tutoring sessions become the student teaching the tutor.

Faculty tutors. Although most postsecondary institutions offer tutoring services, very few use teaching faculty to deliver this service. This is for several reasons.

While knowledge of course content obviously is not a problem, faculty need to distinguish differences between the practices of teaching and of tutoring. When these differences are not clearly understood and adhered to, tutorial goals are not likely to be met. More fundamental, however, is the matter of cost and the most effective use of the faculty member's time. The faculty- tutor role is most likely to blend in within tutoring labs for math, reading, writing, accounting, etc., where one often sees a quasi-tutoring style being used with small groups of students.

Expectations of participants from tutoring sessions

Characteristics of an ideal tutoring session. An ideal tutoring session, one in which everyone is satisfied with the outcomes, will have most of these characteristics:

(a) the student has identified a specific concern

(b) the student has a basic understanding of supporting concepts from the course

(c) the student has independently attempted to understand the concept

(d) the student has realistic time expectations for tutoring

(e) the tutor and the student communicate well with each other

(f) the tutor has a full understanding of the subject/concept in question

(g) the concept is explained, understood, and can be applied to the satisfaction of both the tutor and the student.

Tutors' expectations of their students. With the exception of regularly scheduled tutoring where a tutor might be reteaching course lectures on a regular basis, most tutoring sessions are on an as-needed basis. In these situations, tutors' expectations of students include:

(a) students should seek help from a tutor when they have difficulty understanding a concept; they should not wait until confusion builds upon confusion

(b) students should have realistic expectations for tutoring, e.g., a student who shows up for a one-hour tutoring session and says "I don't understand chapters 1-5 and we have a test tomorrow", does not have realistic expectations of tutoring

(c) students should try to make a reasonable accommodation to the communication style and capabilities of their tutor, particularly under models B and A. (See the introductory report for descriptions of three college support service models.)

Students' expectations of their tutors. Students have these expectations of their tutors:

(a) tutors should be familiar with all the requirements for courses they tutor on an ongoing basis (including classroom lectures, reading assignments, individual and group presentations, and preparation for exams)

(b) tutors need to be available to students on either a regular or an as-needed basis, depending on the needs of the student

(c) place and time availability should fit the student's schedule

(d) tutors should try to make a reasonable accommodation to the communication needs of deaf and hard of hearing students.

Quality in tutoring deaf students

Little research has been conducted on the subject of tutoring deaf and/or hard of hearing students, and virtually none on quality. However, we can look to some research on characteristics of effective teachers of deaf students at the postsecondary level, based on their students' perceptions.

Dimension	Characteristics
Teacher affect	Flexible Willing to help Warm and friendly
Teaching strategies	Uses a variety of strategies Provides reinforcement and feedback Uses visual aids Involves students in learning process
Quality of lectures	Provides clear lectures and explanations
Communication	Signs clearly Sensitive to communication preferences
Course management	Fair with course policies
Understanding deafness	Understands deafness
Knowledge of content	Knows the subject well

As shown in the above chart, Lang, Dowaliby, and Anderson (1994) assessed seven characteristics of teacher effectiveness among trained instructors teaching deaf students in a college environment.

Another study added "availability" as a relevant factor, indicating that deaf students who used tutors described them as more available than their classroom instructors (Foster & Brown, 1988).

By combining these two studies, we can begin to make inferences about tutor characteristics that contribute to quality in tutoring deaf students. Most are probably generalizable to tutoring other students also, including those who are hard of hearing.

Tutoring for basic skills and general courses

Basic skills courses. Basic skills courses include reading, writing, and math. Deficiencies in these areas are common to all types of students, and most postsecondary educational institutions have specialized staff and learning centers that focus on developing proficiencies in these areas. (See also the report on basic academic preparation.)

In some situations, basic skills development is stressed without reference to other courses the student may be taking, while in other situations, basic skills are developed in the context of courses the student is currently taking, e.g., a developmental writing course might use concepts from a general course as the subject for a writing assignment.

General courses. Tutoring might also focus on areas such as business, engineering, science, and liberal arts. Two factors that often have a major impact on requests for tutoring in these courses are frequency of homework and frequency of exams.

Courses that require assignments be turned in to the instructor weekly for evaluation usually have a high frequency of requests for tutoring. Statistics and computer programming are examples of courses that typically have such assignments. This type of course does not allow students to put off demonstrations of their work and understanding of course concepts. If there is confusion, tutoring will probably be sought before their homework is due. Regular homework, for some students, translates into regular tutoring.

Some courses do not have frequent assignments or examinations. Courses that are limited to midterm and final examinations risk allowing students to put off reading assignments, learning course concepts, and reality. Many times a student thinks he/she understands course concepts and sees little reason to seek tutoring until a failing grade is received on the midterm exam.

By then, it may be too late for the student. And the shorter the term, the less time the student has to catch up.

A special need: Tutoring support for written assignments

An area that warrants special consideration is working with deaf and hard of hearing students who have written assignments. There are five components to the tutoring process as it relates to written assignments: problem definition, technical corrections, technical tutoring, grammatical corrections, and grammatical tutoring.

Problem identification. This involves reviewing the assignment with the student to make sure he/she understands what is being asked for. Once the tutor feels the student has a good understanding of the assignment, tutoring can focus on breaking down the assignment into sections and developing an outline.

At this point, the student can begin the research process. The student may collect information and return to the tutor asking for help in organizing it to fit the outline or in developing a new outline that fits the student's material.

Technical corrections. When reviewing an outline or rough draft of a student's paper, the tutor may see indications that the student has not correctly understood/applied certain relevant concepts. Tutoring can focus on identifying the correct concepts.

Technical tutoring. When reviewing an outline or rough draft of a student's paper, the tutor may see opportunities for the student to include other concepts not mentioned in the student's draft. Tutoring can focus on developing an understanding of these concepts and how they relate to the written assignment. Once that level of understanding is achieved, the tutor may be able to help the student apply concepts from the paper and the assignment itself to a particular technical area. Students who fully understand the practicality of their assignments may develop a more vested interest in learning.

Tutoring for grammatical understanding. This involves identifying grammatical errors in a student's paper, and focusing tutoring on understanding what the errors are and how they can be corrected. Most tutors of technical courses do not provide grammatical tutoring, in which case they should refer students to personnel/centers on campus that are equipped to do so. Learning development centers, writing labs, general education learning centers, etc., are usually well prepared to provide tutoring in the use of English grammar.

Editing for grammatical errors. Tutors are often asked to review draft copies of written assignments. When a tutor sees grammatical errors in a student's draft, the tutor has two choices, either to (i) tell the student there are grammatical errors in the paper that need to be addressed before the paper is turned in, and suggest he/she take it to the writing lab for corrections, or (ii) correct the errors as part of the review process. Grammatical corrections are often made by tutors as an expedient for their students, since it might take a day or two for the student to take his/her paper to a writing lab for corrections. As due dates approach, time is a scarce commodity for students whose papers need grammatical corrections.

Tutors who see the need for grammatical corrections, but do not feel comfortable making those corrections themselves, can refer the student to a more appropriate resource for grammatical corrections.

A colleague of one of the authors of this report – a person who has had extensive experience with tutoring, both as a deaf student himself, and as a tutor – was asked for his reflections on the above. In his reply, he highlighted the importance of encouraging deaf students who do not have full confidence in their writing skills, to seek assistance in editing important drafts for grammatical correctness, and to do so without embarrassment. With his permission, his reply follows. Parenthetically, he holds a doctorate from Harvard University and is the first author of another report in this book.

As a deaf educator who teaches both on the undergraduate and graduate level as well as providing tutoring and advising to my students, the matter of English grammar often comes up. I feel, on the undergraduate level, unless I am teaching English, it is really not my responsibility to rewrite a student's paper or make major corrections. I will, however, point out areas that need to be corrected and provide feedback and minor corrections that will lead the student to make his or her own changes. I always

recommend that the student obtain help from someone in the English department who is more able to handle this than I am. Especially in the matter of laboratory reports, essays, or term papers I feel that a good English tutor is the best person to work with.

On the other hand, when I as a teacher on the graduate level need to read the student's paper, make comments, provide feedback, and grade the paper, I am in a very difficult position. Like most deaf people I am fully aware that my English is not perfect and I make many grammatical errors. I have over my professional career always solicited the advice and feedback of my colleagues when I write a paper of any nature. I need someone who is a good proofreader to find my mistakes, someone who understands the structure of English better than I do. Therefore, when reading a student paper, I make minor corrections where needed such as changing past to present tense, removing an inappropriate verb or noun, putting in a minor word here or there to make a sentence read better. However, I have always recommended to the deaf students in my graduate class that they work with someone who is skilled in English prior to handing in a paper.

The problem I face is that I have developed the skills of writing and rewriting and seeking professional review of everything that I write. Many deaf students do not understand this yet, either at the undergraduate or the graduate level. They need to be told how difficult writing is and how much effort needs to be put into it.

I think that when I am working with deaf students, either graduate or undergraduate, it helps them to hear from me directly that I too have problems with English. I explain how many times a paper needs to be rewritten before I will submit it. I think that is the major point.

- Robert Menchel

Tutoring formats

Tutoring can occur in a variety of formats and under a variety of conditions.

Individual tutoring. Most tutoring interactions with deaf and hard of hearing students are individual sessions, sometimes on an as-needed basis, and sometimes on a regularly scheduled basis. Individual, as-needed tutoring usually calls for the student to take the initiative in determining what will be discussed during the particular session and showing up at a particular tutoring location which may be a tutoring center or lab, or the office of a faculty/staff member. Tutors do not know in advance what questions are going to be asked.

Regularly scheduled individual tutoring is adaptable to courses with frequent homework assignments. Because most tutoring will focus on current class lectures and assignments, the tutor is able to develop tutoring materials explaining specific concepts that traditionally have been troublesome for students.

Small group tutoring. The usual circumstance for small group tutoring is several deaf and hard of hearing students in a class requiring frequent homework assignments. This may suggest one or two tutoring groups, depending on whether the students share a common communication system.

Some tutors offer small group tutoring in conjunction with individual tutoring. In such situations there is usually a stipulation that the only students who can request individual tutoring are those who have attended small group tutoring and need additional help.

Because current lectures and assignments are usually the focus of small group tutoring, tutors know in advance what topics will be discussed and have opportunities to develop tutoring materials.

Other considerations in providing tutoring services

Location. Most colleges have one or more central places where all students go for tutoring services. Locations can range from a service within an academic department to a centralized campus-wide service center.

In some cases, there are labs using interactive computer programs, but except in a few large programs for deaf students, these are seldom used by deaf or hard of hearing students because the software is not captioned, relying on voice.

Tutoring environment. When a student comes in for tutoring, there needs to be a clear indication that he/she is the tutor's main concern during the allotted time for tutoring. The tutor's attention to the student can be expressed through the provision of a distraction-free tutoring session. Unanticipated interruptions of the tutor by other students, telephone calls, etc., should be as succinct as possible.

White/blackboards should be available for the tutoring session, with ample lighting and space to facilitate communication between the tutor and student. The tutor should be positioned so there is no glare such as a window or other bright light source behind him/her which could interfere with the student's vision.

Resources available for tutors. Tutors should have access to reference books, textbooks, and solutions manuals for all courses they tutor. Also, if the student takes class notes and/or has a designated notetaker, he/she should bring these notes to the tutoring session. If additional information is needed that cannot be readily obtained from these resources, a tutoring supervisor or professional tutor can contact the primary faculty member for additional clarification.

Rewarding tutors. A successful business has elements of being a very good model for conducting a tutorial program. The student is the customer, his/her academic success is the product, and the tutor is the employee. As employees, tutors must be rewarded for their successful labor.

Obviously, tutors expect to, and should be paid, but additional non-monetary incentives can add motivation to perform well. At Gallaudet University, for example, tutors can earn points toward becoming a Master tutor by attending training workshops. Master tutors earn a small raise, receive a framable certificate, reference letters, and the added acknowledgment of seeing their pictures on a bulletin board, and their names in the campus newspaper.

Tutor/student agreements. Students cannot be required to avail themselves of a tutor's services, even when tutoring clearly is needed. For some students in need of tutoring, their pride may interfere with the use of the service. For others, it may be the belief that tutoring is unnecessary or unhelpful. And for still others, it may be seen as one more demand on an already heavy schedule. Clearly, tutoring should be a matter of their choice.

At the same time, tutors must be able to plan their own schedules, including time to prepare, and an agreement of some kind should be worked out with the student, preferably in advance of the beginning of the term.

Tutoring agreements provide the obvious benefits of (1) allowing tutors to schedule their time, (2) providing the increased likelihood of students using tutoring according to the conditions of the agreement, and (3) increasing the ease of "justifying" and scheduling tutoring resources to meet each student's needs. Another positive result of requiring a student to adhere to the terms of a tutoring agreement is that it can contribute to the student's time management and planning skills.

The major disadvantage of tutoring agreements is the often unrealistic expectation that students are likely to know prior to the beginning of a course whether or not they will need tutoring, and if so, how much.

One such agreement, modifiable based on the particular college and student circumstances, is included as an appendix to this report (Appendix A - "Tutoring agreement").

Attention to ethical standards. The NADE (National Association For Developmental Education) Professional Standards and Evaluation Committee has developed criteria for self-evaluation of tutoring programs (Clark-Thayer, 1995). Although not specifically designed for providers of tutoring services for deaf and hard of hearing students, specific ethical standards for a tutoring program and the tutors themselves remain highly relevant for all, and should be part of the tutor's training.

(a) Appropriate measures to assure privacy of individuals and confidentiality of information, including research data, have been implemented in the tutoring program.

(b) All students are provided access to tutoring services on a fair and equitable basis.

(c) Tutoring program staff avoid personal conflicts of interest, or the appearance of such.

(d) Tutoring program staff members and tutors demonstrate respect for one another and the students they serve regardless of personal and cultural differences.

(e) Tutoring staff members recognize the limitations of their duties, knowledge, and experience and make appropriate referrals when necessary.

(f) Information about ethical standards are included in the tutor training program.

(g) The Tutors' Code of Ethics includes adherence to the institutions' policies regarding academic integrity, e.g., plagiarism, cheating, and academic grievance procedures.

Evaluating the success of a tutoring program

Tutoring program evaluation. Based on extensive examination of tutoring programs, the NADE has concluded that regular, ongoing, and systematic evaluation is a key to maintaining good tutorial programs. Evaluation can take various forms: numerically through the measurement of tutoring activity, student attendance, grades, and retention, etc.; and qualitatively through feedback from students who receive the services, and from instructors, academic advisors, and tutors themselves.

Individual tutoring evaluation. Viewed as customers, students should be considered the primary evaluators of their tutoring services. Students who receive what they came for become satisfied customers. Student satisfaction can be gauged through the use of various evaluation forms, depending on who provided their tutoring (see Appendix B, "Student evaluation of tutoring"), and conversations with students can provide additional insights into the quality of tutoring services they received.

The results of all these evaluations need to be shared with tutors. Presented and viewed positively, this can lead to detectable improvement in the tutor's duties over the course of a term, and discernible improvement in the quality of the tutoring program overall.

Student evaluations cannot be anonymous because all tutors need to be evaluated by their own students. This being the case, evaluations should only be used for improvement of the tutor and the program, never punitively. They should also be regular, ongoing, and systematic.

Additional valuable information can be gained from an end-of-semester wrap-up meeting with tutors as they share small issues such as not enough clocks in the tutorial areas to larger issues such as sexual harassment or successful individual/group tutoring techniques.

Models and standards

So long as the commitments, outside fiscal support, and level and consistency in the deaf and hard of hearing student enrollments among colleges and universities vary as they do relative to these students, it is impractical to consider a single model and set of standards for tutoring these students.

The National Task Force Introduction suggested that we consider three models, one a "full service" model (Model C), one a "limited service" model (Model A), and a third model (Model B) which nests somewhere between these two. We will not take the time to review the general characteristics of the three models here except to say that they tend to be reflective of the variations from college to college mentioned in the preceding paragraph, i.e., level of commitment to serving deaf and hard of hearing students, size and stability of deaf and hard of hearing student enrollment, and fiscal support.

Full service programs (model C). In terms of numbers of institutions to which this model applies, this is probably the least common model. However, in terms of the number of deaf, if not hard of hearing students served, it is probably the most common model considering the fact that Gallaudet University and the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT) together account for the enrollment of around 25 percent of the total postsecondary enrollment of deaf students nationally. This model also includes many smaller programs for deaf students on regular campuses.

Most of these programs include:

(a) An administrator who is responsible on a full or part-time basis for overseeing tutoring services exclusively for deaf and hard of hearing students.

(b) Tutoring specifically designed for deaf and hard of hearing students is available for virtually all courses.

(c) Professional tutors are available, augmented as needed by peer tutors.

(d) All tutors receive special training for tutoring deaf and hard of hearing students, including communication in sign language.

(e) Formal evaluation of tutoring services for deaf and hard of hearing students is ongoing.

Center for Disabled Students-based services (model B). Tutoring services are characterized by:

(a) The administration of tutoring services for deaf and hard of hearing students operates within the context of a special office responsible for the provision of special services to all students with disabilities.

(b) Tutoring is available in basic skills areas, but is not assured elsewhere in the deaf or hard of hearing student's curriculum.

(c) Tutors may work with students having a variety of disabilities and service needs and have little or no specialized training for tutoring deaf students or hard of hearing students.

(d) Funding and availability of tutoring services for deaf and hard of hearing students vies with support for students with other disabilities.

Occasional services (model A). This model pertains to institutions in which deaf and/or hard of hearing students enroll infrequently. Total student enrollment in these institutions typically is quite small. They do not maintain a formal center/office for students with disabilities.

Tutoring services are characterized by:

(a) No formal mechanism for tutoring services; if needed, tutoring must be sought by the deaf or hard of hearing student.

(b) No provisions are present for training or supervision of tutors.

In closing

The task given the authors of this report was "...to provide information regarding current trends in tutoring and the provision of tutoring services for deaf and hard of hearing students in a variety of postsecondary education settings." There is presently very little literature on this immediate subject, so of necessity we have substituted our own collective experiences in tutoring these students, augmented by literature on the general subject of tutoring. General tutoring guides such as *Intelligent Tutoring* (Hartman, 1992) cover a wide range of topics that are relevant to tutoring deaf and hard of hearing students, including: basics of tutoring, tutoring techniques for intelligent academic performance, tutoring for intelligent learning practices, and planning, monitoring and evaluating tutoring.

Deaf students, and probably hard of hearing students also, are now enrolling in far more two and four-year colleges than they have in the past. This is likely to bring increasing numbers of these students to the attention of college-level tutoring specialists. We hope the resulting tutorial experience will be a positive one for everyone involved - student, tutor, instructor, and academic advisor alike.

No one with a talent for tutoring should be intimidated at the prospect of tutoring a deaf or hard of hearing student. The deaf or hard of hearing student will be as patient with the tutor who makes the effort as the tutor is with the student - and both should be better off for the experience.

Postscript pertaining to laws and regulations[1]

As noted in this report, the regulations regarding reasonable accommodations in connection with postsecondary education do not require that an institution provide tutoring as either an academic adjustment or auxiliary aid or service to students with disabilities. However, it is clear that where an institution provides tutoring to other, nondisabled students, equal access to that service is required for students with disabilities. Herein lies the rub: what is equal access to tutoring? The law says that equal access is an equal opportunity to benefit from the programs and activities of the institution.

One of the debates of the future will center around this issue. Does an equal opportunity to benefit from the program or activity of tutoring require that tutors, even peer tutors, be trained and/or skilled in tutoring and communicating with deaf and hard of hearing students? Or does it mean that deaf and hard of hearing students are served by peer tutors with the same backgrounds and preparation as those serving nondisabled students? This same question is on the tip of everyone's tongue with regard to students with learning disabilities as well. A principled argument can be made on both sides of the question. For the moment, this issue has not been at the center of significant complaints to the Office of Civil Rights or in the federal district courts, so we will have to wait and see how this issue is played out.

[1] Contributed by Jo Anne Simon, consultant/attorney specializing in laws and regulations pertaining to students with disabilities.

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Appendix A - Tutoring agreement

To: (Name of student) _____ Date: _____

From: (Person/office coordinating special/tutoring services for student- with mailing address

Regarding: Tutoring needs for next term

In order to plan and prepare for tutoring next term, we need some information from you **if you think you will be needing any tutoring services next term.** You should fill out a form for **each course in which you think you will need tutoring.** We will need this information by (date) _____.

If you **do not** think you will be needing tutoring services, there is no need to return the following agreement to us. By not returning it to us by the above date, you will be telling us that you don't think you will need any tutoring services next term.

Complete this form for each course where you think you will need tutoring.

Return it to the above person/office by (date) ____.

Number and name of Course _____

Name of Professor _____

I have read the description and requirements of this course and think I will need _____ hours per week or:
(Other)

I think I will need tutoring for (check one or more):

___ class information and concepts
___ textbook information
___ readings
___ assistance with papers

I agree to all the following:

1. I will sign up for appointments 48 hours in advance to provide the tutor with time to prepare.
2. When I sign up, I will leave a note for the tutor explaining specifically what I want to discuss.
3. If I need to change my appointment, I will still give the tutor advance time for preparation.
4. If I must cancel my appointment, I will notify the tutor at least one hour before the scheduled time.
5. I will discuss any changes in my tutoring needs with the tutor.
6. I understand that if I do not follow the terms of this agreement, I may lose tutoring services for this course.

_____ _____
Student's signature Date

Appendix B - Student evaluation of tutoring

Name of student _____ Date _____

Name of tutor _____

Name of course _____

Please rate your experience with tutoring in this course. ___Poor ___Good ___Excellent

1. My tutor knows this course well. 1 2 3 4 5 6
2. My tutor helps me understand. 1 2 3 4 5 6
3. My tutor and I understand each other's communication. 1 2 3 4 5 6
4. My tutor is prepared for each tutoring session. ___ Yes ___ No
5. With tutoring, I feel more confident about taking tests in this course. ___ Yes ___ No
6. With tutoring, I feel more confident in the classroom. ___ Yes ___ No
7. My tutor shows me the study skills I need for this course. ___ Yes ___ No
8. My tutor helps me to learn the course MYSELF, helping me become a more INDEPENDENT LEARNER. ___ Yes ___ No
9. I have enough time to ask questions during my tutoring sessions. ___ Yes ___ No
10. My tutor is helping me in this course. ___Not at all ___A little ___A lot
11. What suggestions do you have for your tutor if he/she tutors another deaf or hard of hearing student?

_____

_____

_____